DOCUMENT RESUME

ED 308 548 CS 212 080

TITLE Classics, Folklore, and Mythology in the Classroom. Focused Access to Selected Topics (FAST) Bibliography No. 38.

INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE Oct 89

CONTRACT RI88062001

NOTE 5p.

PUB TYPE Information Analyses - ERIC Information Analysis Products (071) -- Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS *Classical Literature; Creative Teaching; Elementary Secondary Education; *English Instruction; *Folk Culture; Literature Appreciation; *Mythology; Teaching Methods

IDENTIFIERS *Classics (Literature); Literary Canon

ABSTRACT

This annotated bibliography contains 28 annotations (dating from 1975 to the present) on classics, folklore, and mythology. The bibliography provides (1) suggestions for teaching classics as part of the literary canon and relating those works to more recent literature, (2) resources on folklore that furnish the teacher with instructional possibilities for the integration of folklore into the curriculum, and (3) references on mythology that discuss the relation of myths to social functions, the use of classical mythology, and creative ways of teaching mythology. (MS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED308548

Focused Access to Selected Topics No. 38
a FAST Bib by the
Clearinghouse on Reading and Communication Skills

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Classics, Folklore, and Mythology in the Classroom

The ERIC database provides numerous teaching methods, models, classroom resources, activities, and topics for research in the areas of the classics, folklore, and mythology. The sources mentioned below provide suggestions for teaching classics as part of the literary canon and relating those works to more recent literature. The resources on folklore furnish the teacher with instructional possibilities for the integration of folklore into the curriculum. The references on mythology discuss the relation of myths to social functions, the use of classical mythology, and creative ways of teaching mythology.

Abstracts for some of the articles cited here have been abbreviated to conform to the *FAST Bib* format. The ED numbers for sources included in *Resources in Education* (*RIE*)have been included to enable the user to go directly to microfiche collections, to order from the ERIC Document Reproduction Service (EDRS), or to go to *RIE* for the full abstract on those sources not available through EDRS. The citations to journals are from the *Current Index to Journals in Education*(*CIJE*), and these articles can be acquired most economically from library collections or through interlibrary loans. Reprint services are also available from University Microfilms International (UMI) and from the Original Article Tearsheet Service (OATS) of the Institute for Scientific Information.

Contact ERIC Document Reproduction Service (EDRS), 3900 Wheeler Avenue, Alexandria, Virginia 22304; (703) 823-0500 or (800) 227-3742, to order and to obtain current prices of hard copies or microfiche of documents available through EDRS.

CS212080

Classics

Bloom, Lynn Z. "Engendering Cultural Literacy." Paper presented at the 39th Annual Meeting of the Conference on College Composition and Communication, 1988. 16 p. [ED 293 146]

Points out that traditional literary canons, represented by E. D. Hirsch's list in "Cultural Literacy: What Every American Needs To Know" of works which every literate American "needs to know," deemphasize the cultural significance of women and minorities. Offers an alternative and expanded model of cultural literacy called GODDESS (Gender or Diversity Designed to Show Significance) that could be a new way to teach the dominant white male culture about women, minorities, the old, and the poor. Contends that it is imperative that the literary canon be expanded to include high quality literature by women and minorities, including works in various nonfiction genres.

Claassen, J. M. "Classics for the Gifted: Some Practical Strategies." Paper presented at the International Conference: Education for the Gifted "Ingenium 2000," 1984. 31 p. [ED 292 224]

Explores practical strategies for using classical studies to enhance the education of adolescent students, especially those who are gifted. Describes a project in which 20 gifted students (aged

13-17) were asked to review new juvenile classical books and teaching packets. Conclusions drawn from the project confirm that the classics have much to offer the gifted and that they also offer a new awareness that even random dipping into the classical world is a rewarding experience for both average and gifted pupils.

Cummings, Melodie. *Literature Line-Up: A Study of Different Forms of Literature for Intermediate Grade Children.* Area Education Agency 7, Cedar Falls, IA, 1980. 62 p. [ED 239 205]

Offers a variety of teacher and student materials which are designed to develop student appreciation of different forms of literature, stimulate ideas for student writing, and develop or expand student understanding of story elements and writing techniques.

Gambell, Trevor J. "Choosing the Literature We Teach," *English Quarterly,* v19 n2 p99-107 Sum 1986.

Discusses teachers' and students' roles in the selection of literature to be taught, developing a selection policy, the place of the classics in the literature curriculum, and the connection between literature and values education.

Kirk, Geoffrey S. "The Future of Classics," *American Scholar,* v45 n4 p536-47 1976.

Argues the case for bringing constructive change into the process of teaching and learning the classics. Emphasizes particular teaching approaches combined with a critical evaluation of earlier methods of teaching classics.

Kniker, Charles B. "Teaching about Religion in the Public Schools." Fastback 224. Phi Delta Kappa Educational Foundation, Bloomington, IN, 1985, 49 p.[ED 256 688]

Clarifies what can be taught about religion in public schools while remaining within constitutional guidelines and using teaching material that is pedagogically sound. Sections cover the historical background, the current situation, and issues to resolve in teaching about religion; the place of religion in the curriculum, teacher preparation, and resources; approaches to using the Bible and some classroom problems; and the controversies surrounding community relations and teaching about religion.

Laughlin, Rosemary M. "'Antigone': A Play for All Curricula." Paper presented at the 77th Annual Meeting of the National Council of Teachers of English, 1987. 9 p. [ED 290 142]

Argues that because of its exploration of human conflicts, its examination of society and the individual relationships within it, and its focus on universal moral issues, Sophocles' "Antigone" is a relevant addition to secondary school core curricula. "Antigone" is effective in responding to each of Philip Anderson's four rationales for curricula: (1) the high culture model, which addresses universal themes such as man versus God, and society versus the individual; (2) the democratic culture model, which expresses the theme "one must obey the higher law" and can be related to contemporary American society; (3) the social development/social reconstruction model, which provides values clarification through meaningful parallels with the play; and (4) the psycholinguistic model, which helps students understand the history of words and the development of figurative language and rhetorical techniques.

LeMoine, Fannie J. "Classics, the Academy, and the Community," *Classical Outlook,* v63 n1 p6-9 Oct-Nov 1985.

Describes what the field of classics covers and how it developed before the 20th century. Examines how the subject matter of classics has expanded and how methods of teaching and research have changed. Suggests ways to integrate the study of the classics into the cultural life of the community.

Leonard, Harris K. "The Classics—Alive and Well with Superman," *College English,* v37 n4 p405-7 1975.

Points out that student-drawn comic strip versions of classical works can stimulate discussion and appreciation.

Marzi, Jean Denis. "An Introduction to Teaching Moliere: 'La Jalousie du Barbouille,'" *Modern Language Journal,* v68 n2 p125-29 Sum 1984.

Introduces a critical methodology for students approaching literary French texts of the Classical period, such as Moliere. Suggests that greater understanding of the material leads to greater enjoyment. Concludes that this type of instruction need not be limited to students of French, but can benefit students of all languages.

Masciantonio, Rudolph. "Fifteen Hints on Teaching Greek and Roman Literature," *English Journal,* v74 n8 p28-30 Dec 1985.

Lists and explains some suggestions that have proven useful in teaching classical literature, including (1) letting students hear the languages, (2) finding good translations, and (3) relating the works to more recent literature.

McClain, Anita Bell. "Using Traditional Literature to Teach Critical Reading Skills." Paper presented at the 11th Annual Meeting of the Far West Regional Conference of the International Reading Association, 1985. 12 p. [ED 260 381]

Discusses how to teach children to become critical readers through the use of traditional literature. Possible titles for use are "Too Much Noise" for primary grades, "Snow White and the Seven Dwarfs" for primary/middle grades, and "Cinderella" for middle grades.

Stafford, Mary Ann. "Humanities Curriculum Guide." Pine Bluff School District 3, AR. 1984. 161 p. [ED 251 395]

Outlines a two-course, two-year elective in humanities for high school juniors and seniors. The major portion of the guide contains unit plans for the two courses, which cover Tribal Man, Classical Man, Renaissance Man, Modern Man, Man and Self, Man and God, and Man and Society.

van Stekelenburg, A. V. "Classics for the Gifted: Evaluation." Paper presented at the International Conference: Education for the Gifted "Ingenium 2000," 1984. 10 p. [ED 292 223]

Argues that classical studies have value for all students and particular benefits for gifted students at all educational levels. A gradual retrenchment of formal, philological classical studies in elementary and secondary schools and universities has taken place in the last four decades. The study of Latin and Greek, as with any other language, can enhance personality development through a broader awareness of another culture. Translation is a creative activity that heightens one's sensitivity to language structure and thereby improves one's communicative abilities. Also significant is the employment of classical studies at a lower, nonliterary level.

Folklore

Fuchs, Merrill Lee; Gaffney, Maureen. "Using Folktale Films," *Young Viewers Magazine,* v5 n1-2 Win-Spr 1982

Introduces media specialists and educators to the range of possibilities for developing different activities for different objectives and age levels from a single film, "The Frog King or Faithful Henry." An introductory article provides a synopsis of the film, rationale for its choice as a model, a discussion of folklore, and suggestions for using the guide. Includes six annotated bibliographies which cover filmmaking and film use, animals, animals in art, bestiaries, folktales and folklore, history resources, poetry, and related films. The issue concludes with a review supplement of nine films that are either folktale films or that have a thematic relation to "The Frog King."

Jalongo, Mary Renck. "Preserving American Folk Heritage through Story and Song." Paper presented at the International/Intercultural Seminar of the Association for Childhood Education International, 1983. 17 p. [ED 232 771]

Underscores folklore's appropriateness to multicultural classroom settings because of its connection with past and present cultures, its constancy and change, and its potential for oral transmission of human values. Most importantly, folktales and songs enable children to participate in the history of universal human emotions. To effectively include folklore in the curriculum, teachers should be skilled in telling/reading stories, and singing/playing songs with recorded or instrumental accompaniment.

Juska, Jane. "Levitation, Jokes, and Spin the Bottle; Contemporary Folklore in the Classroom—A Teacher's View," *English Journal,* v74 n2 p37-38 Feb 1985.

Describes the effect the teaching of a unit on contemporary folklore had on a high school English teacher and her students. Suggests that within each student is a wealth of untapped information that can be used as a basis from which to explore different kinds of writing and which can lead to new ways of looking at literature.

Krogness, Mary Mercer. "Folklore: A Matter of the Heart and the Heart of the Matter," *Language Arts,* v64 n8 p808-18 Dec 1987.

Discusses the success of a family folklore unit in a racially and ethnically diverse sixth-grade class (containing Black, White, Japanese-American, and Jewish students), provides suggestions for a folklore curriculum, and points out the significance of folklore.

May, Jill P. "Using Folklore in the Classroom," *English Education,* v11 n3 p148-55 Feb 1980.

Argues that a study of folklore can help young people better understand how literature evolved from oral traditions and can help provide a better understanding of the religious, social, and cultural habits of a society. Specific areas of study can include the use of word imagery, the development of drama, and the importance of regional dialect.

Simons, Elizabeth Radin. "The Folklore of Naming: Using Oral Tradition to Teach Writing," *Teachers and Writers Magazine,* v16 n2 p1-3 Nov-Dec 1984.

Points out that students like to use their own names as the basis of writing projects because of their strong feelings and firsthand experiences with names, the folklore of names, and because they appreciate having their lives brought into the classroom.

Simons, Elizabeth Radin. "Levitation, Jokes, and Spin the Bottle: Contemporary Folklore in the Classroom—A Folklorist's View," *English Journal,* v74 n2 p32-36 Feb 1985.

Links the teaching of contemporary folklore with writing instruction. Finds that the study of folklore can help students learn to write well and to think analytically.

Taub, K. Deborah. "The Endearing, Enduring Folktale," *Instructor,* v94 n4 p61-70 Nov-Dec 1984.

Argues that folklore offers a multitude of instructional possibilities for the elementary classroom. Students learn about other cultures, develop their imaginations, explore customs, discuss common problems, and heighten their sense of language. Several folktales and classroom resources are offered for teacher use.

Wendelin, Karla Hawkins. "Developing Language Arts Skills through a Study of American Folklore," *Journal of Rural and Small Schools,* v1 n2 p27-28 1986.

Describes how the study of folklore can be integrated into all aspects of curriculum and grade levels to foster awareness of roots and sense of home and community. Suggests topics for research in various areas of American folklore requiring student use of all language arts.

Mythology

Bolsover, Joan L. M. "Exploring the Concept of 'Myth' with a Group of 10/11 Year Old Children," *Gifted Education International,* v1 n2 p114-16 1983.

Describes a course on myths, held at the Language Development Unit, Borough of Croydon, England, attended by twenty primary school students with special ability in language arts. The students analyzed the universal meaning of myths and transposed myths into their own culture through discussions and creative writing.

Bigelow, Alma. *Greek & Roman Mythology.* Area Education Agency 7, Cedar Falls, IA, 1980. 44 p. [ED 239 210]

Presents activities and background information on Greek and Roman mythology. Designed for eighth graders, but many of the activities can be modified for other grade levels.

Jones, Edgar. "Ancient Myths and Modern Children," *Use of English,* v37 n1 p25-34 Aut 1985.

Advocates the use of classical mythology in contemporary classrooms because mythology features heroes or heroines that may serve as role models.

Linksman, Jay. "Teaching Mythology Creatively," *English Journal,* v72 n3 p46-47 Mar 1983.

Suggests using letter writing, creative writing, a mythology newspaper, and mythology games as four enjoyable ways of teaching mythology.

Wadleigh, Linda G. "A Survey Course in Mythology: Is It Possible?" 1983. 3 p. [ED 235 872]

Offers some techniques for adding depth to a survey course in mythology.

ERIC Clearinghouse on
Reading and Communication Skills
Indiana University
Smith Research Center
2805 East Tenth Street, Suite 150
Bloomington, IN 47405
(812) 855-5847

October 1989

This publication was prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. RI88062001. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions, however, do not necessarily represent the official view or opinions of the Office of Educational Research and Improvement.